

Middle School Initiative

**PART I
COVER SHEET**

CAP 2 SEMESTER 1 WEEK 3

COURSE: Wright Brothers Leadership Laboratory, Achievement 3

LESSON TITLE: Standards and Barriers to Communications.

LENGTH OF LESSON: 50 Minutes

METHOD: Informal Lecture

REFERENCE(S): *Leadership: 2000 And Beyond*, Volume 1, Chapter 3

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):

1. Overhead projector
2. Transparencies

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to understand the term standard, the barriers to communication and how to improve communication.

COGNITIVE SAMPLES OF BEHAVIOR: Each cadet will--

1. Explain the term standard
2. Describe the barriers to communication.
3. List the facts of communication.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

Middle School Initiative

PART II TEACHING PLAN

Introduction

ATTENTION: What do you think the word *Standard* means when we discuss wearing a uniform?

MOTIVATION: As Civil Air Patrol cadets, you develop a method or principle used to judge how a uniform should be worn. This principle is called a *Standard*.

OVERVIEW: During this hour, we will discuss the term standard and cover the next part of communication. In achievement two, we learned about the basics of communication. Today, we will learn about the barriers to communication and how to improve communication.

TRANSITION: Now, let's take a look at what the term standard means to Civil Air Patrol members.

Body

TRANSPARENCY LL3.2.1 - Standard

MP 1 Standard. A *standard* is a measure of what a thing should be, a benchmark, a yardstick. It is a rule or principle used in judgement. Purpose of a standard is to provide specific guidance on conduct, performance and discipline. Standards then define acceptable levels of performance, control behavior, and influence actions. CAP requires disciplined, dedicated, and educated people who live and work by the highest personal and professional standards. As a NCO, if your cadets do not meet CAP standards, analyze the situation and decide on a course of action for handling the situation. Always develop your cadets toward achieving CAP standards.

TRANSPARENCY LL3.2.2 – Barriers to Communication

MP 2 Effective communication occurs when others understand exactly what you are trying to tell them and when you understand precisely what they are trying to tell you. Sometimes we are not able to communicate with another person because of barriers. These barriers stem from a lack of a common core of experience, confusion between the symbol and the thing it represents and misuse of abstractions. Let's look at each of these barriers.

1. No common core of experience. The lack of a common core of experience is the greatest barrier to communication. Words can only have meaning when the speaker and the listener have a common knowledge of experience. As an example, if two soldiers are in combat and wish to communicate. They may use hand signals to maintain silence and stealth. Without the common experience of understanding what the hand signals mean, there would be no communication.
2. Confusion between the symbol and the thing being symbolized. We hear words everyday and interpret those words as symbols which provide a meaning to us. The meaning of the symbols is in our mind. Using the wrong words create an improper symbol which, in turn, provides inaccurate meaning. Using the right words, like using an accurate navigation map, provides the right meaning for interpretation by the listener. Always ensure the listener, and yourself, understand what the word symbolizes before using it in your communication.
3. Misuse of abstractions. The use of abstract words are necessary because they sum up vast areas of experience. Sometimes, however, they inaccurately express the experience you intended. If I said, "CAP Squadron," you might think of a CAP cadet squadron or CAP senior squadron. The CAP squadron I may have been thinking of could be a CAP Composite squadron. Based on this interpretation, you should use examples or illustrations to show the specific experience you meant. For example, CAP composite squadron specifically means a squadron composed of senior and cadet members.

TRANSPARENCY LL3.2.3 – Facts of Communication

MP 3 How to improve communication. Use words your audience and you experienced together, use concrete words, use words in their usual sense and define any words that may be misunderstood. Analyze the words you are going to use in the context of the words that are surrounding them. When analyzing your words, measure them against the facts of communication.

Fact-word relationship. Words sometimes do not fit the facts. Words, as we stated earlier, are symbols that we draw meanings from in order to communicate. In our contemporary society, words have a tendency to change their meaning. To be useful, our words must accurately represent the events you mean them to represent. There are three facts about words that influence our language usage. They are: complexity, change, and differences.

- Fact of complexity. The words in our language, "lead pencil" make you think you know all about pencils. But the words do not describe the details. What about the leads that give different degrees of hardness (i.e., No.2, No.4, etc.) or type construction (i.e., wood, mechanical).
- Fact of change. Since we live in a changing world, language also changes. Words that had one meaning yesterday, may have a new meaning today. You must constantly update your vocabulary to stay knowledgeable.

- Fact of differences. Language overuses similarities. Sometimes the use of similarities confuses the receiver of communication. Example, the media may mention "airmen" in relation to an U. S. Air Force aircraft mishap. Airmen is a term used for Air Force enlisted personnel, not the Air Force officers flying an aircraft.

Conclusion

SUMMARY: During this class we have discussed:

1. The term standard
2. Barriers to communication.
3. Facts of communication.

REMOTIVATION: Are you ready to become a NCO now?

CLOSURE: In preparation for your next leadership class, read Page 3-10, Chapter 3, in your leadership laboratory manual – *Leadership: 2000 And Beyond*. Be prepared to discuss demonstration-performance teaching technique.

Middle School Initiative

**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): Each cadet will--

1. Explain the term standard.
2. Will describe the barriers to communication.
3. List the facts of communication.

LESSON QUESTIONS:

1. What does the term standard mean?

Answer: A standard is a measure of what a thing should be, a benchmark, a yardstick. It is a rule or principle used in judgement.

2. Describe the barriers to communication.

Answer: Barriers to communication are:

- a. No common core of experience
- b. Confusion between the symbol and the thing being symbolized
- c. Misuse of abstractions

3. List the facts of communication.

Answer: The facts of communication are:

- a. Fact of complexity
- b. Fact of change
- c. Fact of differences